

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains conclusion which describes the result of the study and suggestions given for future research.

5.1 Conclusions

From the explanation and the research above, it can conclude that the teacher followed the instructions on the process standard of learning of 2013 Curriculum to deliver the descriptive text material focusing on describing people topic and implemented to a drawing building technique class in a vocational school in Bandung. In general, the 2013 curriculum syllabus emphasized on the top-down teaching strategy. Moreover, students' need and prior knowledge, particularly in English subject in vocational high school, are not sufficient for the implementation of top-down learning strategy. Therefore, the teacher has to mixed-up the top-down and bottom-up strategy in delivering the material, so that the students can meet the learning objective.

Furthermore, teaching strategy cannot be apart from the approach and the method; the teacher chose scientific approach and discovery learning method in executing the materials due to the instruction of 2013 Curriculum and the teacher's belief of the appropriateness in delivering materials as well as the teacher's understanding on the students' needs and background.

Moreover, the learning objectives related to the students' understanding of descriptive text based on the basic competence 3.7 (the social function/purpose,

structure, and language features) was considered achieved due to the students' work results which were in line with the theory of descriptive text.

5.2 Suggestions

The teacher strategy in teaching descriptive text in vocational high school in this study was acceptable, but it could be more appropriate if the teacher adjusted the material and media as well as the example and figure given to the students' needs and the background of the students' study program. Considering the students' background in this study who were the students of vocational high school focusing on drawing building technique and the material was descriptive text focusing on describing people, the figure on the text example might be chosen from the particular field such as famous architect or building designer. The text could be broadened to the description about the figure's job, which connected to the students' study program. Another option considering the students' needs of learning scientifically, the figure might be brought from the real person around the students; it could be their friends from the same class that enable the students to see the actual person they were described. Furthermore, the text could be broadened to the description of the particular student's study program and what they learn in school and make learning English helps the students to recognize their focus of learning.